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ABSTRACT

The principal objective of the present study is to analyze in proper historical dimensions, perspective, and detail the character of institutional change over time, and the response of universities to basic alterations in the structure and values of society. The period under consideration is primarily the great era of industrialization in England, from approximately 1760 to 1860. Since this was the first major transformation of the total character of western society to occur historically, the period offers an excellent example of the pattern of institutional response to economic, social, and technological change. The study explores primarily the nature and structure of teaching over time at Oxford and Cambridge. The ultimate goal of the work is to widen understanding of the social, cultural, and institutional conditions that make communication possible. No conclusions are made in the present report. (Author/HS)

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FINAL REPORT

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STUDIES IN THE SOCIAL AND CULTURAL HISTORY OF BRITISH UNIVERSITIES

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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SECTION 1: Summary of the Project

I am engaged in research in the social and cultural history of British (mainly English) universities in the eighteenth and nineteenth centuries. My object is to analyze in proper historical dimension, perspective and detail the character of institutional change over time, the response of universities to basic alterations in the structure and values of society. The period under consideration is primarily the great era of industrialization in England, approximately 1760 to 1860. As this was the first major transformation of the total character of western society to occur historically, the period offers an excellent example of the pattern of institutional response to economic, social and technological change. Aspects of the complexity of the response were examined in my book on Cambridge University, The Revolution of the Dons (London and New York, 1968), where various functionalist theories were challenged and another explanation of university reform was offered. The current project takes off from one part of the book and explores the nature of teaching and the structure of teaching over time in Oxford and Cambridge. But while this is an historical study, and evaluates evidence entirely in conformity with the strict rules of historical method, it is also an attempt to offer a theory of how communication takes place within the teaching relationship, no matter what kind of educational institution is being considered. In other words, the ultimate or final goal of my work is to widen our understanding of the social, cultural and institutional conditions which make teaching or communication possible. At this time I can offer no firm or publishable conclusions, as my project is still very much in its research phase. It is as a contribution to the research, and primarily to the data collection, that the Office of Education, Division of Higher Education Research, grant was used.

SECTION 2: Background

The original grant application asked for support for two separate phases of research, separate in emphasis, time and location. An interim account of the work of the first phase was issued in a Progress Report dated January 31, 1970. This phase coincided with my appointment to the Davis Center for Historical Studies, Department of History, Princeton University. The appointment terminated in June, and I began the second phase of my year of planned research, a summer's work in the United Kingdom. The official termination date of the OE project was August 1, 1970,; but in my original request for a grant I specified that I would require assistance until approximately September 1.

SECTION 3: First Research Phase

I refer to the Progress Report I submitted on January 31, 1970. As described therein, the first phase of my work was essentially devoted to constructing an analytic model for understanding in historical dimension the nature of communication in teaching. This was, to begin with, a twofold process. First it was necessary to isolate all the variables which had to be known if such a model was to be constructed; and second, it was essential to bear continually in mind a primary postulate of historical method, that no institutional situation ever remained stable or constant, that despite popular conceptions to the contrary, change was the fundamental condition of all human institutions, the degree, pace and kind of change being the difficult measurements. In the five months following the submission of my Progress Report, I worked on refining my theory of how university teaching takes place and began an intensive search of materials to demonstrate and correct the theory. I also wrote out a code book as the first step towards a future computer project to handle the statistical information I was in the process of collecting. The code book directs the gathering of information on the age distribution of teachers and students, on career objectives, patterns of study and leisure, social backgrounds and position in family, geographical as well as social mobility, and the relationship of eleemosynary support to social class, secondary school education to university matriculation. One principal conclusion that began to emerge from this preliminary work was that much of the existing literature on achievement in education and on the formation of meritocratic attitudes was based on the flimsiest historical evidence, and this was especially noticeable in policy-oriented, quasi-historical work.

SECTION 4: Second Research Phase

This phase covers the period June 4 to August 27, 1970, when I was abroad in the United Kingdom, resident in Oxford but travelling continually in search of material. This was entirely a data-gathering period and an opportunity to survey printed and manuscript materials on university history. I worked intensively in certain select categories of materials, taking note of other categories and collections for future research trips. No formal, substantive conclusions can of course emerge from what was completely a documents collecting effort. The materials for the reconstruction of university history in England are vast and varied in extent, although uneven in distribution and frequently incomplete in character. More information is available for one subject than for another and a further difficulty is that much of the material is uncatalogued or even unsorted, so that considerable time and effort must be made to locate even a small quantity of information. Nevertheless, I was able to make

considerable progress; and as some indication of the variety of information available, I have included the following bibliography in this final report. I would like to emphasize that this is far from an exhaustive list of sources of the history of British universities, but the list does substantially represent the kind of materials which I found the most useful for my study.

I. Materials relating to the teaching and teaching structure of Oxford and Cambridge Universities

A. Oxford (Bodleian University)

Ward, G.R.M., Oxford University Statutes (1845), I.
Arnold, Thomas, The Revival of the Faculties at Oxford (1872)
Oxford Protestant Magazine, I, pp. 352-6.
Return relative to the Professors of Oxford and Cambridge (1846)
Hussey, Robert, An Examination of the New Form of the Statistics ...with Hints for establishing a System of Professorial Teaching (1839)
Tait, A.C., Hints on the Formation of a Plan for...the Professorial System (1839)
A Narrative of the steps lately taken in Oxford towards the revival of the professorial system, Educational Magazine, 1840, n.s., Vol. I.
The Tutor and His Pupil in the University of Oxford (1870)
Papers published by the Tutors' Association (1853 and 1854), collection of interesting pamphlets.
Vaughan, Thomas, The Legality of the Present Academical System of the University of Oxford...(Oxford, 1853)
Vaughan, H.H., Oxford Reform and Oxford Professors (1854) and Postscript (1854)
Letter of W.E. Gladstone relating to professorship of modern history (1884), MS Top. Oxon.d.238 fol. 86.
Letters to Morning Chronicle about professors (1825), MS
Books and papers in the Baden-Powell Collection contain a variety of materials on the teaching structure of Oxford.

B. Cambridge (University Library; Anderson Room)

Hildyard, James, The University System of Private Tuition Examined in an Intellectual, and Pecuniary Point of View (1844)
Hildyard, James, Further Considerations (1845)
Vaughan, D.J., A Few Words about Private Tuition (1852)
Trusts, statutes and directions affecting the professorships of the University (1857)
Letter to a friend on...the academical system (1848)
Wratislaw, A.H., Further Remarks on University Education (1848)
Wyatt, H.P., Thoughts on University Education (1849)
Williams, G., The Government Scheme of Education (1850)

II. Materials pertaining to Undergraduates

A. Oxford (Bodleian Library)

Daman, Charles, Ten Letters...by a Tutor (1848)
Lefroy, Edward C., Undergraduate Oxford (1878)
Letters from William Osborned MacLaine. MS Top. Oxon. d. 482
Walker, R.F., Undergraduate notebook (1808-10. MS Top.Oxon. e. 364
Undergraduate notebook, second quarter of 18th century,
MS Top. Oxon. e. 379
Papers relating to discipline in Corpus Christi College, 1898,
MS Top. Oxon. c. 129-30, f.21
Confidential Reports to Proctors, 1898 - 1900, 1902, MS Top.
Oxon. c. 132
Oxford Protestant Magazine, I, pp. 393 - 403, 441-8.
Marshall, Arthur Featherstone, The Oxford Undergraduate of
Twenty Years Ago (1874)

B. Cambridge (University Library, Anderson Room)

Cambridge Undergraduates Journal (1873)
Series of Cambridge edicts against undergraduates for giving
false names, for firing guns, for betting on horses, for pigeon-
shooting, for improper dress, 1823-42.
T. Thorp, Letter to a pupil on admission (1835)
A Method of Instructing Pupils (1707)
Stevens, T. Cautions to...Students (1790)
Society for the Prevention of Cruelty to Undergraduates (1838)
Barwell, S., Sketches from Undergraduate Life (1907)
The University Boat Race, 1829 - 1929.
One Hundred Years of Boat Racing (1929)
Bonwicke, Ambrose, A Pattern for Young Students in the Uni-
versity (1729)
Hall, F.R., Hints to Young Clergymen [?1843]
Ten Minutes Advice to Freshmen (1785)
A Plain and Friendly Address to Undergraduates of Cambridge (1786)
Waterland, D., Advice to a Young Student (1730)
The Freshman (1836)
Perowne, E.H., Counsel to Undergraduates (1863)
Hervey, Romaine, MS diary, 1795 - 7
Whytehead, Thomas, College Life: lettersto an Undergraduate (1845)
Gradus ad Cantabrigiam (1803 and 1824)
Lewis, John Delaware [John Smith, pseud.], Sketches of Cantabs
(1849)
Teichman, Oskar, The Cambridge Undergraduate 100 Years Ago
(Cambridge, 1926)

The Sizar; a rhapsody (1799)
A letter to a student on entering the University (1835)
Rice, James, The Cambridge Freshman (1878)
Boquel, Lucien, How we spun out the "Long" (1878)
[James, G.F.]., The Undergraduate (1885)
Marriott, C.H., A Glance at Cambridge Undergraduates (1890)
Evans, Hugh, The Freshman at Cambridge (1899)
Johnson, F., In Statu Pupillari (1907)

III. Examinations

A. Oxford (Bodleian Library)

Considerations of a plan for combining the professorial system with the system of public examinations in Oxford, by a tutor of a college (1839)
Tatham, Edward, Oxonia Purgata (1812)
Short, Thomas Vowler, A letter addressed to the...Dean of Christ Church on the state of the public examinations...(1822)
Strictures...on the new statute (1807)
Napleton, Consideration on the Public Exercises for the first and second degrees (1773)

B. Cambridge (Anderson Room)

Eubulus, Thoughts on the Present System of Academic Education in the University of Cambridge (1822)
Eubulus, A Letter to Philograntus (1822)
Jebb, John, A Narrative of Academical Proceddings...relative ...to examinations...(1774)
Jebb, John, Remarks upon the Present Mode of Education in the University of Cambridge...(1773 and 1774)
[? Powell, William Samuel], An Observation on the Design of Establishing Annual Examinations at Cambridge (1774)
A Letter to the Author of an Observation on the Design of Establishing Annual Examinations at Cambridge (?1774)
A Letter to the Author of the Proposal for the Establishment of Public Examinations (1774)
Bays, Peter, The Examiner: or the scholar put to trial (1819)
Primrose, Peter, Hints on Exams (1822)
Wainwright, Latham, The Studies...of the University of Cambridge (1826)
Purton, John S., The Establishment of an Examination before Matriculation (1854)

IV. The Church of England, Clerical Education and Celibacy in the Universities - Cambridge University Library - Anderson Room

Walkey, C.E., The Church and the Universities (1847)
Wordsworth, Christopher, The Ecclesiastical Commission and the Universities (1837)
Pros and Cons of the Celibate System (1871)
G.G. Stokes, The Church in Relation to State Questions (1866)
Reflections on the Celibacy of Fellows of Colleges (1798)
A Fair Statement (?1798)
A Further Enquiry (?1798)
Farish, Charles, Toleration of Marriage in the Universities Recommended to the Attention of the Heads of Houses (1798)
Rhymes on Matrimony by an University Bachelor (1829)
Lightfoot, J.B., On the Celibacy Question (1857)
Plumptre, James, Forbidding to Marry...A Sermon (1812)
Davies, J., The Proposed Conditions of the Tenure of Fellowships in Trinity College (1857)
Maurice,F.D., On Clerical Education (1841)
Herbert, Charles, Theological Colleges and the Universities (1853)
Smith, Sir J.E., A Defence of the Church and Universities (1819)
A Letter on the celibacy of Fellows of Colleges (1794)
Cockburn, W., Strictures on Clerical Education (1809)
Hornbuckle, T.W., The Duties...of the Pastoral Office (1817)
Campion, W.M., A Plea for the Liberal Education of the Clergy (1861)
Perry, Charles, Clerical Education Considered (1841)

V. Organization and Reform - Cambridge University Library (Anderson Room)

Letter to a friend on the academical system (1848)
Wratislaw, A.H., Further Remarks on University Education (1848)
Eyres, C., Observations on the University Reform (1849)
Wyatt, Thoughts on University Education (1849)
Williams, G., The Government Scheme of Education (1850)
Richards, A.B., The Royal University Commission (1850)
Bisset, T., Suggestions on University Reform (1850)
Inman, J.W., The Necessity of a Royal Commission of Inquiry (1850)
A few plain facts...relative to the two Universities of Oxford and Cambridge, by an anxious father (1850)
Tiarcks, J.A., Die universität Cambridge (1851)
Pycroft, J.W., The Oxford University Commission (1851)
Edlestone, J., The Cambridge Senate (1855)
Kennedy, W.R., Cambridge University and College Reform (1870)
Blackie, J.S., Thoughts on English University Reform (1881)
Green, John, Considerations on the...Regulations of Cambridge (1751)
Marriott, James, The Rights...of Both Universities Defended (1769)
Christian, Edward, A Vindication of the Right of the Universities (1807)